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ABSTRACT

This book looks at the provision and context of education in Great Britain for several differing groups of "Traveller" children. Travellers include occupational migrants such as Showmen and Fairground Travellers, New Age Travellers, and ethnic Gypsies (Roma). Over the last 25 years, there has been an unprecedented expansion of opportunities for Traveller children to attend school, as educational outreach services have developed in parallel with increased parental willingness to put children in school. The book examines the interactions among parents, children, and schools, focusing particularly on the parent-teacher relationship and its effect on children's education. As an ethnic minority group, many Gypsy Travellers fear that schooling will contribute to the loss of their culture, which depends on family-based education and supportive kinship networks. Teachers, on the other hand, may hold stereotyped ideas about Gypsies, or may have expectations for students that differ from those of their parents. Chapters focus on the context of Traveller education, the experience of Travelling children in school, questions of access, parents' rights and children's rights, the child's right to an identity, the bicultural experience, the views of Traveller children and adults, a European perspective, and reflections on practice. (Contains 124 references, author and subject indexes, and a glossary of acronyms.) (SV)

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